viduals from contractors and relief organizations currently based in Pakistan also could benefit from this training. This component would include subjects such as the following:

Budgeting and resource allocation
Conducting meetings
Decision-making
Delegation of authority
Disaster preparedness planning
Evaluation methods
Information systems
Leadership
Organization theory
Organizational development
Negotiation
Principles of administration review
Strategic planning
Team-building
Training of trainers (introduction)

There is some overlap in subject matter between the basic and intermediate courses. It is envisioned that such subjects will be treated at a more advanced level in the intermediate component.

Commentary on Components 1-3. It is proposed that components 1-3 would begin with 13 weeks of generic classroom work. At the completion of the generic phase of instruction, the class will be broken down into four specialized areas, depending on the plans and interests of the students and the needs of their sponsoring organizations. It is envisioned that these areas would be public administration, educational administration, health administration, and rural development administration. The students would then receive three weeks of instruction in their respective areas complementing the earlier generic work. For example, the office management course would include modules on record-keeping and inventory maintenance during the initial, generic phase of training. During the specialized phase, health administration students would learn how to keep hospital/patient records and to maintain inventories of medicines and medical supplies. The basic administration course would deal with organization theory, while the specialized public administration module would include a unit on governmental structures. In the intermediate administration course, the generic component includes a section on strategic planning. During the specialized phase of instruction each participant would undertake a strategic planning exercise in his respective area of interest.

Ideally, each component would be followed by an internship, which would afford students an opportunity to apply their classroom learning in actual organizational settings. Internships not only reinforce earlier learning, but also they represent an additional learning opportunity through on-the-job training. They also afford participating organizations an opportunity to evaluate interns for subsequent employment and provide a vehicle to assess the effectiveness of the training program. While internships may be arranged for selected graduates, the logistics of making this a standard part of the training program for all students are formidable--especially given the various uncertainties that now prevail. Accordingly, internships are not included in the proposed program, although consideration should be given to adding them at a later date. They should be included on an ad hoc, informal basis whenever possible.

In each of the above components, training should emphasize practical skills rather than theoretical knowledge. The level of instruction will, of necessity, be relatively elementary: the program is designed to be short-term and basic, with a view to emphasizing accelerated completion and placement in the work force rather than high levels of expertise. While the latter is desirable, time does not permit it. A variety of training methods should be employed in each component--lectures, simulations, case studies, role-playing, group discussions, and practical exercises.

The office management, basic administration, and intermediate administration components call for essentially a full-time commitment on the part of the students. It is anticipated that formal instruction will take place 4-6 hours daily, five days a week. Study and review will require additional time. Accordingly, a monthly stipend of Rps. 1,500 is recommended to enable participants to concentrate on their studies without having to hold a job. Participants who are receiving a regular salary while attending training (e.g., employees of relief organizations) would not receive the stipend.

It should be noted that the International Rescue Committee (IRC) is developing a proposal for a course in administration. Discussions with IRC representatives indicate that this will be a one-year course designed for approximately 15 participants who have graduated from the IRC's intermediate English language program. No duplication between the proposed AIMT and IRC programs is envisioned. Instead, they appear complementary in nature.

4. <u>In-service Training</u>. This component is designed primarily to fulfill the specific management training needs of relief agencies, contractors, and parties currently based in Pakistan.

Short (e.g., 1-4 week) modules can be developed to respond to specific needs identified by an ongoing needs assessment process. Training can be offered in the late afternoon or evening to avoid interfering with the work schedules of the participants. Several PVO representatives indicated an interest in arranging for their employees tp attend this type of training. Examples of subjects that can be offered through this component are as follows:

Conducting meetings
Data processing
Elementary quantitative techniques
Evaluation methods
Filing procedures
General office procedures
Inventory control
Procurement and distribution
Strategic planning
Time management
Word processing
Work-flow planning and analysis

5. Training of Trainers. This component is designed to enable the AIMT to generate a multiplier effect, reaching significantly larger numbers of participants than the institute alone can accommodate. TOT represents a particularly effective technique for management capacity-building and is considered an integral part of the institute's overall training program. This component is designed for graduates of the intermediate administration course and others with equivalent administrative training or experience. Graduates of the TOT component will be prepared to teach other trainees the subjects offered in the basic administration course. Initially, the course is envisioned primarily for individuals identified by the parties for assignment by them to areas where civil administrations are being established. As political consolidation occurs and regional governments are established, this component should prove invaluable in extending management training into the provinces. Without such an approach, management training likely would be confined to a limited geographic area for a long period of time. It is imperative that this training be closely coordinated with the appropriate political authorities. The long-term effectiveness of this training can be enhanced if arrangements can be made for institute staff to work with TOT graduates after they go into the field. Thus, a support system should be designed to provide ongoing back-up assistance to TOT graduates.

This training component entails an intensive four-week course of instruction. Graduates should be provided with a

well-designed, easily-transportable set of training materials they can carry to the field. Participants not already receiving a regular salary should receive a stipend of Rps. 1,500 for attending the course.

6. Refresher Course. Individuals who have been out of school for several years can benefit significantly from coursework that reviews their previous educational experiences and updates their knowledge in key areas. A refresher course consisting of a full academic semester was strongly recommended by the Education Council of the Seven-Party Alliance. Although the team recommends a briefer course (8 weeks) to reduce overall training time, this component nevertheless responds in a meaningful way to the Council's strongly-held concerns. This component is designed for prospective participants in the office management and basic administration courses who have been out of school for more than two years or whose high school education is considered below normal standards. This should not be viewed as a substitute for a high school education but rather as a review of the subjects taken previously. The purpose of this component is to enable individuals who have been out of school for a long period, especially those who have fought in the Jehad, to bridge the gap between their earlier education and the management training program and to enhance their general academic skills.

This component would include a review of subjects such as the following:

Afghan culture
Islamic studies
Language arts
Mathematics
Natural sciences
Physical sciences
Social sciences
Study skills

General Commentary. Selection criteria for the six training components may be summarized as follows:

1.	Office Management	Completion of high school education
2.	Principles of Admn.	Completion of high school education
3.	Intermediate Admn.	Completion of Principles of Admn. course or two years of college plus two years admn. experience

4. In-service Training	Current employment directly related to training module
5. Training of Trainers	Completion of Intermediate Admn. course or equivalent administrative training or experience
6. Refresher Course	Selection for Office Management or Principles of Admn. course, away from school two years or longer

Prospective students should be recommended by a sponsoring organization, e.g., political party, relief organization, contractor. Initially, preference should be given to candidates recommended by the political parties as this would have the greatest potential impact on Afghan institution-building. A selection process similar to that used for the Afghan Scholarship Program could be implemented. Thus, each party could be allocated a certain number of slots for each training cycle, with the understanding that two persons be nominated for each slot. These should be persons whose present or anticipated future employment will benefit directly from the training. Institute staff would screen the candidates and select the best qualified candidates for the respective slots. Unfilled slots, especially for the office management course, could be allocated to nominees from PVO's or other organizations.

Verification of credentials represents a potential problem in the admissions process, as many prospective participants' academic records are unavailable and forged credentials are said to be readily obtainable. Thus, consideration may have to be given to basing admission on a qualifying exam and/or interview. As with many aspects of this program, a certain measure of flexibility should be observed with respect to selection criteria. For example, it has been suggested that field commanders in the process of establishing civil administrations may want to send participants subject to the approval of the appropriate party. In such situations, and no doubt others, selection criteria should be flexible in appropriate cases. It should be kept in mind that the overriding objective of the proposed program is building the administrative capacity of postwar Afghanistan.

It is anticipated that trainees initially will be recruited from organizations currently based in or near Peshawar. Members of the Quetta staff of the Education Center for Afghanistan urged that persons from the Quetta area be afforded the opportunity to participate in the institute's programs. Strong consideration should be given to this request.

Training in all components should be conducted in Dari. At some point it may be feasible also to offer cycles in Pashto, depending on the language skills of the faculty. The lack of training materials in Dari/Pashto represents a problem, but not an insuperable one. Materials can be developed by instructors and the support staff. Initial training cycles will have to rely more heavily on oral materials while written aids are being prepared. Case studies, for example, can be presented to a class by audio tape if written texts are unavailable. Checklists, note-taking aids, and practical exercises can be developed as training proceeds.

Training, particularly in the administration courses, must be in accord with the Afghan cultural context and, insofar as can be ascertained, the institutional context of postwar Afghanistan. For planning purposes, this may be assumed to be similar to that which existed in Afghanistan prior to the Soviet coup. This, of course, is subject to change as events unfold within Afghanistan.

Table 1 on the following page summarizes the number of weeks of instruction for each training component. Table 2 summarizes the number of participants that can be accommodated each year in the respective training components when the institute is in full operation. While these figures are subject to some variation, they represent a reasonable estimate of the training capacity of the proposed AIMT. The TOT component will expand significantly the impact of the institute. If, for example, each of the 60 trainers graduated annually teaches the basic administration course to 40 students a year, another 2,400 persons annually will receive management training as a result of the institute's efforts.

The proposed training program assumes an early Soviet withdrawal from Afghanistan and an immediate need for managerial personnel within the country. Consequently, relatively brief training cycles have been proposed. If the Soviet withdrawal should be delayed, longer courses of study in the office management, basic administration, and intermediate administration components should be carefully considered.

Graduates of each component of training should receive a certificate of completion. This training program is designed to be non-credit in nature at its inception. At some time in the future appropriate educational authorities in Afghanistan may wish to consider awarding academic credit for AIMT coursework, particularly the intermediate course in administration.

The Educational Council of the Seven-Party Alliance recommended a dormitory and food service operation. There is much to commend this idea; however, to contain the size of the facility within practical limits such services are not incorporated into the present pro-

Table 1

Weeks Spent in Various Types of Instruction

Component	Type of Instruction: Generic	Specialized	Selected Topics	Pedagogical
1. Office Management	13	3*		
2. Principles of Administration	13	3*		
3. Intermediate Administration	13	3*		
4. In-service Training			1-4	
5. Training of Trainers			1	3
6. Refresher course			8	

* Class will be subdivided into four specialties, depending on students' areas of interest:

- Public Administration
- Health Administration
- Educational Administration
- Rural Development Administration

Table 2

Projected Annual Enrollment

Component	Cycles/yr	No. Students/cycle	Total Enrollment
1. Office Management	3	30	90
2. Principles of Administration	3	30	90
3. Intermediate Administration	3	20	60
4. In-Service Training	10	20	200
5. Training of Trainers	3	20	60
6. Refresher Course	6	30	180
Total			680

posal. Instead, stipends are recommended for those participants not currently employed. When the institute is relocated to Afghanistan, careful consideration should be given to adding housing and food service facilities.

Although not included in the present plan, consideration should be given in the future to establishing a field training unit. Such a unit could offer the basic administration course or in-service training at various locations in the country. It could also assist graduates of the TOT program in conducting training and in maintaining quality control of their activities. A feasibility study of such a unit should be conducted early in the third year of the project.

Organization

The AIMT should be established as an element of the Education Sector Support Project. During the start-up phase, the ESSP office can provide logistical and administrative support as well as assistance in establishing contacts with Afghan and other organizations in the Peshawar area. The existing ESSP Instructional Materials Development Center also can play a vital role in helping to develop instructional materials at the outset.

The Educational Council of the Seven-Party Alliance recommended that the institute be administered by the Education Center for Afghanistan (ECA). This may prove to be an appropriate arrangement; however, the Council's suggestion needs to be considered in the light of the overall responsibilities, priorities, and capabilities of the ECA. Thus, for the time being it is recommended that the Council serve as an advisory body to the institute, with determination of the organizational setting of the AIMT and its relationship to the ECA to be made at a later date. Eventually, it is anticipated that the institute would be placed under the administrative aegis of an agency of the government of free Afghanistan, e.g., the Ministry of Education.

Whatever the organizational environment of the AIMT, a Technical Assistance Team would provide advice and support to the institute staff. While some teaching duties may be performed by members of the Technical Assistance Team and short-term consultants, institute staff and faculty should have primary responsibility for administering the institute and conducting training.

Staffing requirements of the AIMT are as follows:

1. <u>Program</u>: (All staff should be native Afghans, hired locally.)

a. Director--responsible for the direct, day-to-day management of the institute, the recruitment and supervision of the program staff listed below, development of the academic program in consultation with the Technical Assistance Team, and the recruitment of trainees. The Educational Council of the Seven-Party Alliance serves as an advisory body to the director. The director should have a graduate degree in some field of administration and appropriate experience in teaching and academic administration. The director is appointed by the Program Team Leader (Senior Consultant) with the concurrence of the Council.

b. Faculty--A total of 25 full-time faculty members are needed to conduct the proposed training. Varying views as to the availability of qualified local Afghan faculty were expressed to the team, but the prevailing view was that a sufficient number are available to staff the institute. Nevertheless, the identification of appropriate faculty should be regarded as an unresolved issue at the present time. It is possible that some faculty may require refresher work in their disciplines before beginning teaching duties and that some may need to learn new specialties. Hence, the implementation schedule and budget provide for short-term consultants to work with faculty as they prepare to offer institute courses for the first time. Graduates of the recently initiated Afghan Scholarship Program at the University of Nebraska at Omaha represent a potential source of institute faculty. In addition, appropriate staff members of Peshawar-based PVO's and contractors could be utilized as part-time faculty. Faculty are under the supervision of the director.

c. Assistant to the director--responsible for routine administrative operations, maintenance of records and supervision of office staff. The administrative assistant is responsible to the director. This person should possess a high school diploma and appropriate administrative experience.

d. Coordinator of needs assessment, evaluation and placement--responsible for conducting an on-going needs assessment among potential clients, evaluating training effectiveness, and identifying job opportunities and internships for graduates. The occupant of this position reports to the director.

e. Support staff--the following support staff are required: student advisors (2), librarians (2), coordinator of admissions, admission clerks (2), instructional materials specialists (2), bookkeeper, receptionist, secretaries (3), clerks (3), computer specialist, drivers (2), guards (4), janitor.

2. Technical Assistance:

a. Senior Consultant--is responsible for the overall operation of the project and expenditure of project funds, interfaces with AID/REP and other appropriate organizations, maintains liaison with appropriate Afghan organizations, advises the AIMT director, and recruits key staff members. The senior consultant should be an Afghan-American who possesses graduate training in management or administration (preferably a doctoral degree) and significant related experience. The senior consultant reports to the ESSP team leader. The Afghan registry of personnel maintained by the Center for Afghanistan Studies of the University of Nebraska at Omaha will be instrumental in recruiting a qualified Afghan for this position, as well as the other expatriate positions recommended below.

b. Coordinator of Training--is responsible for guiding the development and coordination of all training components. The coordinator of training also will have teaching duties and is in charge of the project in the senior consultant's absence. The occupant of this position should be an Afghan expatriate with an academic background in management/public administration and relevant administrative and teaching experience.

c. Specialist in Administration--One person is needed in the Technical Assistance Team to work on a continuing basis with institute faculty, advising on lesson plans and instructional materials, and sharing instructional duties, with emphasis on the intermediate administration and TOT components. The occupant of this position should be an Afghan expatriate with an academic background in management/public administration and relevant administrative and teaching experience.

d. Short-term Consultants--It is anticipated that considerable outside expertise will be required to augment and enhance the skills of regular institute faculty members. A total of 18 man-months of academic consultants is recommended on an annual basis for utilization in the office management, administration, and training of trainers components. Consultants will be recruited from various institutions.

e. Administrative Assistant--is responsible for routine operations of the team office, maintenance of records, and supervision of the support staff.

f. Support Staff--the following support staff are required: bookkeeper/cashier, secretaries (2), drivers (2), guards (4), janitor.

Proposed Afghan Institute for Management Training

Introduction

An overwhelming shortage of trained managers and administrators in postwar Afghanistan has become an almost instant axiom among individuals assessing Afghan assistance needs in the wake of the forthcoming withdrawal of Soviet occupation forces. During ten years of war, a large proportion of Afghans possessing managerial and administrative expertise and experience fled the country. Some will elect to return to Afghanistan to aid in the reconstruction of their country. Many, however, have succeeded in making new lives for themselves and their families in other countries and likely will remain there. In addition, many have been killed or have suffered crippling injuries while serving as Mujahideen.

In brief, much of the Afghan managerial-administrative talent that had been developed by 1978 is no longer available to aid in the resettlement and reconstruction of the country. Such expertise, however, will be sorely needed as governmental institutions are re-established, assistance projects are undertaken, and Afghanistan proceeds with the massive task of reconstruction.

In view of these factors, the AID Representative in Islamabad requested the Center for Afghanistan Studies of the University of Nebraska at Omaha (UNO) to send a consultant team to study the feasibility of establishing a management training institute designed to prepare Afghans for the managerial-administrative roles they will be called upon to assume. Consisting of Dr. John T. Farr, Assistant Vice Chancellor for Academic Affairs, UNO, and Mr. Mohammad Bashir, Coordinator, Afghan Scholarship Program, UNO, the team conducted its study March 21-April 13 in Pakistan.

The team met in Peshawar, Islamabad, and Quetta with a broad variety of individuals familiar with Afghan training needs. These included the AID Representative and staff, members of the Educational Council of the Seven-Party Alliance, the Education Sector Support Project Team, other AID project teams, party leaders and representatives, members of PVO teams, and other individuals. Persons interviewed by the team are listed in Appendix I. All of the individuals the team consulted were very generous with their expertise and insights, and the team acknowledges with much appreciation their invaluable assistance. Indeed, the findings and recommendations presented in the

3. Institutional Support: Three half-time equivalent positions (total, 1.5 FTE) are required by the contractor to provide academic backup, arrange consultantships, develop curriculum materials, assist in curriculum planning and development, and conduct research and planning. These positions should be at the dean/senior professor level. In addition, a half-time project coordinator and a full-time administrative technician are needed for administrative backup, and a full-time secretary is required to support the academic backup staff.

Implementation Process

It is proposed that the six training components be phased in over a three-year period according to the following schedule.

1. Year One.

a. Months 1-6: Appoint TA team and support staff, institute director and program staff, 17 faculty, and institutional backup; rent facility; order furniture, vehicles, equipment, books, and supplies; identify consultants; set up facility; develop operating procedures; consult with representatives of the political parties and members of the Educational Council of the Seven-Party Alliance regarding curriculum and admissions procedures; initiate detailed curriculum planning for initial components; establish admission procedures; recruit students for initial training cycles in consultation with appropriate organizations; develop teaching aids, student handouts, course outlines, and schedules for initial training cycles; prepare faculty for teaching duties, to include in-service training by consultants as needed; explore cooperative relationships with appropriate organizations; develop evaluation plan.

b. Months 7-8: Offer two sections of the refresher course for up to 30 students each; continue organizational activities; bring in consultants to prepare faculty to teach the office management and basic administration components; continue to develop course outlines, training aids, etc., for the forthcoming components; continue to consult with appropriate organizations.

c. Months 9-12: Offer one section each of the office management and principles of administration components for up to 30 students each; begin detailed curriculum planning for the intermediate administration course; continue preparation of faculty; continue preparation of training materials; evaluate

initial training components; bring in consultants to assist in teaching the office management and basic administration courses and in preparing for the intermediate administration course; continue to consult with appropriate organizations; prepare materials for intermediate and TOT components.

2. Year Two.

a. Months 1-4: Offer one section each of the office management, principles of administration, and intermediate administration courses; offer two sections of the refresher course; begin detailed planning of the TOT component; continue preparation of training materials; appoint remainder of faculty; bring in consultants to assist in teaching the office management, basic administration and intermediate administration courses, and in preparing for the TOT component; prepare materials for the TOT component; refine course content, pedagogy, and teaching materials; continue to consult with appropriate organizations.

b. Months 5-8: Offer one section each of the office management, basic administration, intermediate administration, and TOT components; offer two sections of the refresher course; conduct needs assessment for in-service component; bring in consultants to assist in teaching regular components and in planning the in-service component; evaluate intermediate administration component; prepare materials for in-service training; plan support system for TOT graduates; continue to refine course content, pedagogy, and teaching materials; continue to consult with appropriate organizations.

c. Months 9-12: Offer one section each of office management, basic administration, intermediate administration, TOT components, offer two sections of the refresher course; offer three sections of in-service training, enrolling up to 20 students each; evaluate TOT component; implement support system for TOT graduates; continue to revise course content, pedagogy, and teaching materials; continue to consult with appropriate organizations.

3. Year Three.

Months 1-12: Offer full training program as outlined in Table 2; conduct ongoing needs assessment and evaluation; continue to refine curriculum, teaching methods, and course materials; continue to consult with appropriate organizations; study feasibility of establishing a field training unit.

Should the institute relocate to Afghanistan during this period, significant adjustments in this schedule would be necessary.

Illustrative Budget

A proposed three-year budget is presented below. This budget provides for the implementation process described in the preceding section of this report. For planning purposes, 5 per cent increases in salaries and rentals are projected for years two and three.

1. Year One.

   a. Program.

      (1) Personnel

Director ($12,000/person/year x.75)	$ 9,000
Asst.to director ($9,000/person/year x.75)	6,750
Coordinator of Assessment ($9,000/person/year/ x.75)	6,750
Coordinator of Admissions ($9,000/person/year x.75)	6,750
Faculty ($8,000/person/year x 17 x.75)	102,000
Academic/administrative support staff ($4,000/person/year x 18 x.75)	54,000
Other support staff ($2,500/person/year x 7 x.75)	13,125
Student stipends (Rps 1,500/person/month x 480 person months / 17.5)	41,143
Subtotal	$ 239,518

      (2) Non-Personnel

Operating expenses	$ 40,000
Supplies and materials	40,000
Instructional materials	18,000
Yearly rental	24,000
Maintenance	6,000
Subtotal	$ 128,000

(3) One-Time Expenses

Furniture	$ 20,000
Minibuses ($25,000 x 2)	50,000
Computers--instructional ($4,000 x 15)	60,000
Typewriters--instructional ($1,000 x 15)	15,000
Photocopier	8,000
Air conditioners ($650 x 12)	7,500
Computers--office ($4,000 x 3)	12,000
Typewriters--office ($1,000 x 8)	8,000
Audio-Visual Equipment	5,000
Library books and materials	12,000
Subtotal	$ 197,500

b. Technical Assistance. subtotal 565,018

(1) Personnel

Expatriates ($150,000/person/year x 3)	$ ~~450,000~~ 150,000
Short-term consultants ($10,000/person/year x 12)	~~120,000~~ 60,000
Administrative Assistant ($9,000/person/year)	9,000
Administrative support staff ($4,000/person/year x 3)	12,000
Other support staff ($2,500/person/year x 7)	17,500
Subtotal	$ ~~608,500~~ 248,510

(2) Non-Personnel

Operating expenses	$ 12,000
Supplies and materials	12,000
Yearly Rental	12,000
Maintenance	5,000
Subtotal	$ 41,000

(3) One-Time Expenses

Furniture	$ 10,000
Vehicles (2 @ $15,000)	~~30,000~~ 15,000
Computers ($4,000 x 3)	12,000
Typewriters ($1,000 x 8)	8,000
Photocopier	8,000
Air conditioners ($650 x 6)	3,900
Subtotal	$ ~~71,900~~ 56,900

Subtotal $346,400

c. Institutional Support.

(1) Personnel

~~Dean/professors~~ Academic Coordinator ($60,000/person/year x 1.0 plus 20% fringes)	~~$ 108,000~~ 72,000
~~Project coordinator ($25,000/person/year x .5 plus 20% fringes)~~	~~15,600~~
Administrative ~~technician~~ assistant ($18,000/person/year plus 20% fringes)	~~18,000~~ 15,600
~~Secretary~~ Clerical ($13,000/person/year plus 20% fringes) 11,500	~~15,600~~ 13,800
Subtotal	$ ~~156,600~~ 101,400

(2) Non-Personnel

Operating expenses	$ 4,800
Travel	3,000
Subtotal	$ 7,800

~~Total first-year cost~~ ~~subtotal 164,400~~ ~~$1,450,818~~

Subtotal 109,200

TOTAL FIRST-YEAR COST $1,020,618

2. Year Two.

a. Program.

(1) Personnel

Director ($12,600/person/year)	$ 12,600
Asst. to director ($9,450/person/year)	9,450
Coordinator of assessment ($9,450/person/year)	9,450
Coordinator of admissions ($9,450/person/year)	9,450
Faculty ($8,400/person/year x 25)	210,000
Academic/administrative support staff ($4,200/person/year x 18)	75,600
Other support staff ($2,625/person/year x 7)	18,375
Student stipends (Rps 1,500 x 1,360/person months / 17.5)	116,571
Subtotal	$ 461,496

(2) Non-Personnel

Operating expenses	$ 50,000
Supplies and materials	50,000
Instructional materials	21,000
Yearly rental	25,200
Maintenance	8,000
Subtotal	$ 154,200

b. Technical Assistance.

(1) Personnel

Expatriates ($150,000 x 3)	$ 450,000
Short-term consultants ($10,000/person/month x 18)	180,000
Administrative assistant ($9,450/person/year)	9,450
Administrative support staff ($4,200/person/year x 3)	12,600
Other support staff ($2,625/person/year x 7)	18,375
Subtotal	$ 670,425

(2) Non-Personnel

Operating expenses	$ 12,000
Supplies and materials	12,000
Yearly rental	12,600
Maintenance	6,000
Subtotal	$ 42,600

c. Institutional Support.

(1) Personnel

Dean/professors ($63,000/person/year x 1.5 plus 20% fringe)	$ 113,400
Project coordinator ($26,250/person/year x .5 plus 20% fringes)	15,750
Administrative technician ($15,750/person/year plus 20% fringes)	18,900
Secretary ($13,650/person/year plus 20% fringes)	16,380
Subtotal	$ 164,430

(2) Non-Personnel

Operating expenses	$ 4,800
Travel	3,000
Subtotal	7,800

Total second-year costs	$1,500,951

3. Year Three.

a. Program.

(1) Personnel

Director ($13,230/person/year)	$ 13,230
Asst. to director ($9,923/person/year)	9,923
Coordinator of assessment ($9,923/person/year)	9,923
Coordinator of admission ($9,923/person/year)	9,923
Faculty ($8,820/person/year x 25)	220,500
Academic/administrative support staff ($4,410/person/year x 18)	79,380
Other support staff ($2,756/person/year x 7)	19,292
Student stipends (Rps 1,500 x 1,380/person months / 17.5)	118,286
Subtotal	$ 480,457

(2) Non-Personnel

Operating expenses	$ 60,000
Supplies and materials	60,000
Instructional materials	24,000
Yearly rental	26,460
Maintenance	8,000
Subtotal	$ 178,460

b. Technical Assistance.

(1) Personnel

Expatriates ($150,000 x 3)	$ 450,000
Short-term consultants ($10,000/person/month x 18)	180,000
Administrative assistant ($9,923/person/year)	9,923
Administrative support staff ($4,410/person/year x 3)	13,230
Other support staff ($2,756/person/year x 7)	19,292
Subtotal	$ 672,445

(2) Non-Personnel

Operating expenses	12,000
Supplies and materials	12,000
Yearly rental	13,230
Maintenance	6,000
Subtotal	$ 43,230

c. Institutional Backup.

(1) Personnel

Dean/professors ($66,150/person/year x 1.5 plus 20% fringes)	$ 119,070
Project coordinator ($27,563/person/year x .5 plus 20% fringes)	16,538
Administrative technician ($16,538/person/year plus 20% fringes)	19,845
Secretary ($14,333/person/year plus 20% fringes)	17,199
Subtotal	$ 172,652

(2) Non-Personnel

Operating expenses	4,800
Travel	3,000
Subtotal	7,800

Total third-year cost	$1,555,044
Total three-year cost	$4,506,813

Note: For planning purposes, the institutional overhead rate of the University of Nebraska at Omaha is 56%.

Three-Year Illustrative Budget Summary

	Year 1	Year 2	Year 3	Total
Program				
Personnel	$ 239,518	$ 461,496	$ 480,457	$1,181,471
Non-Personnel	128,000	154,200	178,460	460,660
One-Time Expenses	197,500	-	-	197.500
Technical Assistance				
Personnel	608,500	670,425	672,445	1,951,370
Non-Personnel	41,000	42,600	43,230	126,830
One-Time Expenses	71,900	-	-	71,900
Institutional Support				
Personnel	156,600	164,430	172,652	493,682
Non-Personnel	7,800	7,800	7,800	23,400
Total	$1,450,818	$1,500,951	$1,555,044	$4,506,813

Budget Issues

Two budget-related issues should be noted at this point. Both are much broader in scope than this project, but both also directly affect the budgetary support for this project.

First, the reconstruction of Afghanistan promises to be an enormously expensive undertaking. It will take years and will span a broad sprectrum of economic, social, and governmental activity. While the United States can be expected to cover a large share of these costs, it cannot bear them all given the fiscal pressures currently facing the country. Indeed, for a variety of reasons it would be unwise for the United States to pursue a course of action that may be perceived as leading to a potential "Americanization" of Afghanistan. It is in the interest of the United States, as well as Afghanistan, to encourage donors from other countries to contribute resources to Afghan reconstruction. Similarly, private sources in the United States also should be encouraged to provide support for Afghanistan's reconstruction.

Prospective donors could undertake to support either an entire project or a component of a project. With respect to the proposed Afghan Institute for Management Training, there are a number of possibilitities for a joint sharing of costs. For example, a donor

could contribute the funds needed to purchase the four vehicles proposed in the foregoing budget. Alternatively, a manufacturing firm could donate the vehicles directly. An interested government or private organization could pay the salary and associated costs of one or more expatriates, or they could support one or more faculty positions. A charitable organization could support student stipends for an entire year or for a single class. It has been suggested that PVO's or other contractors might wish to arrange for one or more of their employees to participate in the institute's training programs. In such cases, the PVO could, and probably should, pay a pro-rata share of the cost of instruction. Moreover, a PVO might wish to donate the services of a staff member to serve as an adjunct, part-time faculty member in the institute. Many other examples of cost-sharing could be cited. The important point is that the project lends itself to support by multiple donors, providing that a mechanism is created that would match prospective donors with resource needs.

A second issue is the appropriate salary level for expatriate Afghans who would be employed in this and other projects. There are two problems here. The illustrative budget for this project uses the standard figure of $150,000 per person-year for expatriates on the Technical Assistance Team. It is anticipated that the AIMT will be but one of many development projects employing expatriate Afghans. Thus, expatriate salary costs alone represent a potential expense of considerable proportions if the standard figure is used. Yet, many of the individuals who may be recruited for these positions have established themselves and their families in other countries and, indeed, may be citizens of other countries. While such persons may wish to contribute to Afghanistan's reconstruction, they also may require a salary level that maintains their current standard of living. There is also the problem of creating through salary differentials two "classes" of Afghans: one receiving "local-hire" salaries, the other being compensated at a much higher expatriate level. This is a policy issue well beyond the scope of the present paper. Suffice it to say here that the issue needs to be addressed in a manner that reflects the economics as well as the equities of the broader situation.

following pages are based in large measure on the substance of the team's interviews.

The team met twice with the Educational Council of the Seven-Party Alliance. During the period between the two meetings the Council prepared a brief position paper on an Afghan management training institute. A translation of the Council's paper is provided in Appendix II. Similarly, educational representatives of the political parties and members of the Education Center in Quetta prepared a brief statement. A translation of this statement is included as Appendix III to the present report.

Anticipated Training Environment

Readers of this report likely will be all too familiar with the broader environment in which an Afghan Management Training Institute would function. Nevertheless, certain features of this environment should be noted, for they condition the kind of training that can be provided as well as the specificity of planning that can be undertaken at this time. As this report is written, political conditions within Afghanistan promise to be unsettled at best, chaotic at worst, upon the withdrawal of Soviet troops. No agreement has been reached on an interim government, let alone a political system of a more permanent nature. The effectiveness of management training is improved when it is tailored to the specific needs of the trainees and their organizations. Such needs, however, can be discerned in only a general way in this instance, for the organizations in which many of the prospective Afghan trainees eventually will work currently do not exist.

Plans for resettlement of Afghanistan's five million refugees are now being devised. While the details are not known at this time, it is nevertheless apparent that a monumental organizational effort in transporting people and their possessions, food, and supplies will be required, most likely within an intensely accelerated time span. The pressures of resettlement have at least two major implications for management training: (1) management skills will be required to organize and implement resettlement, and (2) most prospective trainees now living in Pakistan most likely will want to return to their homes as soon as possible. Both of these factors point to an abbreviated curriculum designed to enhance skills in the briefest feasible time.

Reconstruction of Afghanistan's economic and public infrastructure represents an undertaking of enormous proportions, with a broad range of development projects (e.g., roads, utilities, schools, sanitation, health, agriculture, etc.) likely to be ini-

Appendix I

List of Persons Interviewed

March 21, 1988

Mr. Larry Crandall--Director, Office of AID Representative for Afghanistan Affairs, Islamabad

Mr. Val Mahan--Project Officer, AID/REP, Islamabad

March 22, 1988

Mr. Roen Repp--Representative of the Asia Foundation, Islamabad

March 24, 1988

Mr. Masoud Khalili--Member of the Political Department, Jamiat-e-Islami Afghanistan, Peshawar

Mr. Richard Hoagland--Director, American Center, Peshawar

Mr. Anibal Mejia--Senior Technical Advisor, MSH Team, Peshawar

March 26, 1988

Engineer Mir M. Sediq--Rural Development Advisor, VITA, Peshawar

Education Council of the Seven-Party Alliance: (Party leaders' names in parentheses)

Engineer M. Yaqub Roshan--President of the Education Department, National Islamic Front of Afghanistan (Peer Sayed Ahmad Gailani), Peshawar

Mr. Habib Rahman--Representative of the Islamic Unity of Afghanistan (Professor Sayyaf), Peshawar

Dr. Abdul Hai--President of the Education Department, Jamiat-e-Islami Afghanistan (Professor Rabbani), Peshawar

Mr. Abdul Qadeem Yosufzai--President of the Education Department, Harakat-e-Inqelab-e-Islami Afghanistan (Maulawi M. Nabi), Peshawar

Mr. Shamsul Haq Peerzada--President of the Education Department, Afghan National Liberation Front (Professor Mojaddedi), Peshawar

Mr. Abdul Shukoor--Representative of Hezb-e-Islami Afghanistan (Engineer Gulbuddin Hekmatyar), Peshawar

Mr. Abdul Hadi Rahnamdon--President of the Education Center for Afghanistan (ECA), Peshawar

Mr. Dur Jamal, Mr. Abdul Karim, and Mr. Noor Ahmad, members of the Education Center for Afghanistan of the Quetta Office, also attended the meeting.

March 27, 1988

Dr. Abdul Wakil--Senior Agricultural Advisor, VITA, Peshawar

Mr. David Garner--Chief of Party for VITA Team, Peshawar

Mr. Michael Malinowski--U. S. Consul, Peshawar

March 28, 1988

Dr. Zabiullah Mojaddedi--Assistant to Leader, Afghan National Liberation Front, Peshawar

Mr. Omar--Government of Pakistan Counterpart to AID/REP Projects, Peshawar

Mr. Al Nehoda--AID/REP in Peshawar

Peer Sayed Ahmad Gailani--Leader, National Islamic Front of Afghanistan, Peshawar

March 29, 1988

Dr. Farooq Aazam--Assistant to Leader, National Islamic Front of Afghanistan, Peshawar

Mr. Steve Segal--Assistant Director, IRC, Peshawar

Mrs. Margaret Segal--Director, Development Center for Afghanistan Education, Peshawar

March 30, 1988

Dr. Aazam Gul--Director, Agricultural Production Survey, Peshawar

Dr. Laurence Laumonier--Team Member, MSH, Peshawar

March 31, 1988

Mr. Peter Rees--Field Director, Afghan Aid, Peshawar

At the Office of Hezb-e-Islami Afghanistan:

Professor M. Esmael Ishaqi--Member of the Political Party, Peshawar

Mr. Abdul Karim Mahajerzad--Assistant to the Political Department, Peshawar

Haji Mohammad Omar--Director of Administration, Peshawar

Mr. Mohammad Khaled--Assistant to Secretariat, Peshawar

April 2, 1988

Second meeting with the Education Council of the Seven-Party Alliance, Peshawar

April 3, 1988

Dr. Najibullah Mojaddedi, President, Health Committee, Afghan National Liberation Front

April 5, 1988

Mr. Abdul Matin--Director, Experiment in International Living, Quetta

Mr. Tom Nygren--Administrative Coordinator, Mercy Corp International (MCI), Quetta

Mr. M. Yosuf Ayyubi, Medical Training Manager, MCI, Quetta

Mr. Zia Mojaddedi, Representative, Voice of America, Quetta

Education Representatives of the Political Parties and the ECA Regional Office in Quetta:

Mirza Abdul Karim--Administrative Officer, ECA

Haji Mohammad Nawroz--In charge of training courses

Mr. Abdul Aziz--Representative of Hezb-e-Islami

Sayed Abdul Aziz Ishaqi--President of the Education Department, National Islamic Front of Afghanistan

Maulawi Abdul Wahed Khumari--Representative of the Afghan National Liberation Front

Mr. Dur Gul--In charge of financial affairs, ECA

Qazi Abdul Rahman--In charge of supervision, ECA

Mr. Noor Ahmad Wiall--In charge of distribution of educational materials, current head of the ECA

Maulawi Peer Mohammad--Representative of Jamiat-e-Islami Afghanistan

April 7, 1988

H. E. Gerd Berendonk--Ambassador, Federal Republic of Germany, Islamabad

Mr. Mike Martin--Third Secretary, Canadian Embassy, Islamabad

Mr. Kent Obee--Director, USIS, Islamabad

March 22 - April 13, 1988

Dr. Richard Gibson--UNO Team Leader, Peshawar

Dr. Abdul Moqim Rahmanzai--Program Specialist, UNO ESSP Team, Peshawar

Appendix II

Islamic Unity of Afghanistan Mujahedeen

Educational Council

Peshawar

To the UNO Delegation:

On behalf of the education departments of the party alliance, we would like to welcome you here and meanwhile thank you very much for your assistance to our education sector.

As you are aware of, every movement (revolution) is having its own goals and programs. However, related to the same fact, the Afghan mujahideen are fighting to build up an Islamic, free and prosperous society. In order to reach this goal, among other things, educated and qualified people are badly needed. These people will not only continue to succeed the war but also take part to the reconstruction of Afghanistan.

Looking at the present situation both short-term and basic long-term education activities are needed so that not only immediate needs are fulfilled but also having trained people for the future of the country.

Educational activities for the short-term training can be done by holding seminars, conferences, workshops and establishment of institutions but for the vocational training to the international standards establishment of academies, colleges and universities is required.

The following is the design of an institution for the short-term training:

1. The name of the institution is--Institute of Skills Development and Refresh Courses for Afghans

2. The institute is administered by the Education Center.

Duration: Academic year will be 9 to 12 months and should be divided into two semesters.

1st semester (Refresh Courses)--During this semester which will take half of the academic year courses such as sciences and social studies are taught separately so that the 12th grade graduates who due to their active participation to the war have been away from school should, in one hand, prepare themselves for the second

semester (vocational training) and, on the other hand, they are able to enroll themselves to the higher institutions once Afghanistan is free.

2nd semester (Administration and Skills Development)--Administration (management) should cover the following areas of studies:

A. Health, agriculture, and other technical courses

B. Education, economics, public administration, etc.

Note: Those who have learned math and sciences in the first semester will be learning administration and management in areas of health, agriculture, and engineering in the second semester.

Those who have learned social studies in the first semester will be learning education, economics, and public administration in the second semester.

Enrollment:

About 900 students from the six party alliance will be made available to be enrolled as follows:

A. Participants should be 12th grade graduates.

B. Eligible students whould be introduced by the parties.

C. Participants should be either dormitory or day students.

Note: Those who do not live in Pakistan and the ones who live at the camps and remote areas should be accommodated in a dormitory - but those who live in Peshawar should be considered as day students.

D. In case in-service training programs are set up, teachers and personnel will be introduced by the parties.

E. Students should be provided pocket money (stipend).

Instructors: Teachers and instructors should be recruited among those qualified and well-experienced Afghans who live in Pakistan. If not available, Afghan instructors should be recruited among those living overseas.

(Signed by the Education Council Members of the Seven-Party Alliance, Peshawar)

Appendix III

EDUCATIONAL REPRESENTATIVES OF THE POLITICAL PARTIES AND MEMBERS OF THE ECA REGIONAL OFFICE IN QUETTA

We, the educational representatives of the political parties and members of the ECA regional office in Quetta, would like to support and confirm resolution of the education council of the seven-party alliance in Peshawar. However, it should be added that refugees living in Quetta to a great extent are deprived of educational facilities. Therefore, the demand is to draw your attention to make equal contribution to our area in case any kinds of assistance are made available as the freedom fighters representing nine southwest provincial sites of Afghanistan are actively involved in the holy war.

Meanwhile, if the establishment of an institution is decided, the proposal would be to accommodate the students in a dormitory as the refugees living in that area are in a poor economic shape.

(Signed by the educational representatives the political parties and members of the ECA regional office in Quetta)

tiated in short succession. All of these activities will require Afghans to possess managerial-administrative skills or to acquire them very rapidly. Needs are pervasive, and development personnel will be under considerable pressure to produce quick, visible results. Again, this årgues for a short curriculum organized to enable participants to develop practical management skills quickly. At some future time provisions can and should be made for longer-term, advanced training that is geared to the specific needs of the participants and their organizations. At the present, however, training should focus on more immediate requirements.

Training Needs

A broad range of Afghan management training needs was identified in the course of the interviews conducted by the consulting team. These ranged from the most basic office skills, e.g., typing and filing, to postdoctoral study in public administration and management. In this context, the terms "management" and "administration" are used somewhat liberally, encompassing office support services as well as traditional executive functions. While this may represent an unorthodox combination in terms of typical post-secondary curricula, it has the advantage of permitting a more comprehensive assessment of the overall problem.

Without exception, interviewees agreed on the need for some form of management training to aid in the reconstruction of postwar Afghanistan. One individual, a PVO executive, characterized needs in this area as "astronomical." According to another, a party political officer, "Afghanistan needs everything, so it needs this too." A third, an Afghan expatriate employed by the U.S. government, said, "Management training is a brilliant idea. It is needed. It is like nectar."

Although there was general agreement on the overall need for management training there were varying perceptions regarding specific training requirements, both as to subject matter and level of training. In a number of instances, the need for management training was expressed in global terms, i.e., interviewees expressed considerable interest in and support for management training in general, but they did not cite the specific skills that need to be developed or enhanced when invited to do so. "I am the wrong person to ask," said an Afghan expatriate. Others, however, particularly representatives of PVO's, cited more specific needs, often in the general area of office procedures. Among the needs identified, the more frequently mentioned subjects included:

Accounting
Computers (word processing and data base management)
Filing
Office management
Procurement
Records management
Typing

Other subjects listed by interviewees included:

Budgeting
Forms management
General secretarial skills
Inventory management
Leadership
Office machines (calculators, copying machines, etc.)
Organizational structure
Problem-solving
Report-writing
Sampling techniques and statistics
Shorthand
Training of trainers
Work-flow analysis and planning

There was some interest, especially among Afghan party representatives, in advanced study for upper-level administrators and in programs of one or more years in duration. Most individuals, however, stressed the need for practical, basic training directed primarily toward office workers and entry-level supervisory and managerial personnel.

Given the anticipated training environment as outlined in the preceding section of this report, the latter approach clearly represents the most feasible and most productive course of action to undertake at this time. Based on the interviews conducted and its overall understanding of Afghan manpower needs, the team strongly recommends the establishment of a management training program as described in subsequent sections of this report.

The team is unable to discern the number of qualified participants available. Party representatives suggested that large numbers of prospective participants with high school educations are available in the Peshawar area, but they were unable to give specific numbers. The Educational Council of the Seven-party Alliance suggested development of a program accommodating 900 students a year. One party political officer indicated that 16 persons worked in his office alone and most of these needed administrative training. A number of PVO and contractor representatives indicated that they would be interested in

sending current employees for management training. Some, however, suggested that it would be problematic to lose the services of their employees while attending training. It was suggested that some field commanders, especially those now in the process of establishing civil administrations in the territories under their control, might also be interested in sending persons to participate in a management training program. If exact numbers of potential participants cannot be cited, it is nevertheless clear that there are substantial numbers of appropriate prospective trainees--probably far more than it will be feasible to accommodate.

Although the team focused its discussions on management training, a number of interviewees strongly stressed the pressing need for basic technical training. These individuals, particularly party representatives, were especially concerned about applied training in those skills that will be needed inside Afghanistan as the processes of resettlement and reconstruction get underway. These concerns were shared by certain PVO representatives. Training needs were cited in these technical areas:

Agriculture
Animal husbandry
Carpentry
Construction (roads, bridges, housing, schools, irrigation systems, etc.)
Equipment repair (machinery, telephones, office equipment)
Health
Plumbing
Sanitation

Teacher training, mechanical engineering, and civil engineering also were mentioned as areas in which immediate educational needs exist.

While the above subjects are outside the scope of the team's assignment, they nevertheless are of critical and urgent importance to both the short-term and long-term reconstruction of Afghanistan. The team strongly recommends that these needs be addressed at an early date, either as additional components of the present project or as separate undertakings.

It should also be noted that members of the Educational Council of the Seven-party Alliance again expressed their strong interest in post-secondary education, reaffirming their support of the two-year academy proposed by the education team in 1985. The proposed academy would offer curricula in agriculture, teacher training and educational administration, public adminis-

tration, English, and Afghan studies. The Council cited large numbers of Afghan refugee high school graduates who are unemployed and have few constructive activities to occupy their time. However, the team understands that political sensitivities make such an institution infeasible at this time. The proposal has considerable merit and should be considered at some future time as part of a long-term strategy for the redevelopment of Afghanistan's educational system.

Afghan Institute for Management Training: A Proposal

A management training program would contribute significantly to the political and economic reconstruction of postwar Afghanistan. If initiated at an early date, the program also could assist present Pakistan-based relief organizations, contractors, and Afghan political parties in meeting their management staffing needs. In addition, the program represents a potential source of trained personnel for the field commanders who already have begun to establish civil administrations in the areas under their control in concert with the political parties. Accordingly, the team proposes the establishment of an Afghan Institute for Management Training (AIMT) as described below.

The goals of the proposed institute are as follows:

1. To produce a cadre of trained personnel capable of performing effectively a variety of office/managerial/administrative roles in postwar Afghanistan.

2. To produce a pool of office/managerial/administrative personnel for employment in organizations (PVO's, parties, etc.) currently functioning in Pakistan and Afghanistan.

3. To create a management training capacity among Afghans that would enable the AIMT to generate a multiplier effect.

4. To upgrade the skills of current staff of relief organizations, contractors, and the parties through selected in-service training programs.

The proposed institute also will contribute to another important objective: diluting what may be called the "Sovietization" of Afghan education. For example, over the past nine years some 165,000 Afghan students have traveled to the Soviet Union for

some kind of educational experience and 6,000 are reported to be there now. The Soviets have heavily influenced the operation and curriculum of the Afghan educational system, and substantial numbers of Marxist-trained Afghans are expected to remain in the country after Soviet occupation forces depart. It is difficult to gauge precisely the overall impact of the Soviet occupation on Afghan education; nevertheless, it may be assumed that the Soviets have succeeded to some extent in inculcating Marxist-Leninist values among many Afghans. The training offered by the proposed institute represents an important initial step in offsetting this potentially long-term effect of the Soviet occupation on Afghan education.

In addition, the proposed AIMT represents a partial response to the long-standing concern of the Educational Council of the Seven-Party Alliance for providing post-secondary educational opportunities for Afghan refugees. It would also create opportunities for the professional development and advancement of the individual participants.

While the AIMT is intended to have an immediate, practical impact in a relatively narrow sphere of activity, it constitutes the nucleus of a future long-range effort that could provide both advanced and specialized curricula in management and administration. In brief, the proposed institute could at some appropriate time in the future evolve into a National Institute for Administration in Afghanistan.

The institute initially would be housed in rented quarters in Peshawar. At an appropriate time in the future the institute would be relocated inside Afghanistan at the invitation of the established government of free Afghanistan, probably to Kabul. It is too early to specify the requisite conditions for relocating the institute to Afghanistan and the procedures for accomplishing this task. Suffice it to say here that planning for the institute should proceed on the assumption that it will be transportable at some time in the future when conditions permit. Indeed, planning should facilitate transportability. Hence, for example, physical facilities should be rented annually rather than constructed specifically for the institute. A large physical plant should be avoided. Moreover, staff and faculty should be recruited with the understanding that they will accompany the institute to its future site in Afghanistan. In general, the initial location of the institute in Peshawar should be regarded as a temporary measure.

Training Components

To accomplish the goals indicated above, six distinct training components are proposed. These can constitute a single, integrated package, or they can be offered selectively. It is anticipated that the six components be phased in over a three-year period. Moreover, additional components can be developed in the future as training requirements become more precisely defined, as political conditions evolve, and as funding levels change. Experience with initial training cycles can be expected to result in program adjustments. Proposed training components are as follows: (1) office management, (2) principles of administration, (3) intermediate administration, (4) in-service training, (5) training of trainers (TOT) in administration, and (6) a refresher course in general academic skills. Each component is described below.

1. Office Management. This component is intended to prepare individuals for general office work, with emphasis at the outset on supplying manpower for the political parties, relief organizations, and contractors presently based in Pakistan. It is presumed these organizations will relocate in Afghanistan at an appropriate time and that the individuals completing this training will accompany them. Representatives of several PVO's indicated that they would be interested in arranging for members of their staffs to attend this type of training.

This component would include subjects such as the following:

- Constructing and completing forms
- Elementary bookkeeping
- Elementary shorthand
- English language instruction*
- Filing procedures
- General office procedures
- Inventory control
- Operation of basic office machines (calculators, telephones)
- Record-keeping and minute-taking
- Scheduling and maintaining calendars
- Time management
- Typing*
- Word processing and simple data base management*

*To be offered on an optional basis as supplemental instruction packages. Arrangements could be made with a local subcontractor to offer one or more of these optional packages.

Computing skills may appear at first blush to be premature for the early organizational environment of postwar Afghanistan. However, computers can be found in the offices of most existing relief agencies and contractors, and it can be expected that they will not be left behind in Pakistan when these organizations relocate in Afghanistan. Moreover, computers represent powerful tools for effective organizational control and coordination, information storage and retrieval, data analysis, and word processing. They can accelerate significantly Afghanistan's redevelopment, and provision should be made for including them, if only at an elementary level for the time being, in a management training program.

2. Principles of Administration. This component is designed to prepare persons for lower-level supervisory and administrative positions, with emphasis on equipping participants to manage offices, to direct small agencies and projects, and to function as staff officers to executives and political leaders. Persons completing this training could occupy positions in the political parties, PVO's, and other organizations currently based in Pakistan. They could also occupy administrative positions inside Afghanistan. This component would encompass subjects such as the following:

Accounting principles
Budgeting and resource allocation
Communication
Coordination
Decision-making
Elementary quantitative techniques
Leadership
Office management principles
Organization theory
Planning principles
Problem-solving
Procurement and distribution
Reporting and record-keeping
Staffing
Time management
Work-flow planning and analysis

3. Intermediate Administration. This component is designed to prepare participants for middle-level administrative positions with emphasis on enabling graduates to hold line and staff positions of some responsibility, although not at senior executive levels. This component is envisioned primarily for persons preparing for positions within the present framework of the political parties and the future civil administration at both regional and central levels in postwar Afghanistan. Selected indi-

University of Nebraska at Omaha

PROPOSED AFGHAN INSTITUTE FOR MANAGEMENT TRAINING

Consultants' Report

JOHN T. FARR

Assistant Vice Chancellor for Academic Affairs

MOHAMMAD BASHIR

Coordinator, Afghan Scholarship Program

April 27, 1988

Table of Contents